

California Commission on Teacher Credentialing

**Competitive Grant Process
For
Alternative Teacher Certification/Intern Programs**

***Helping School Districts Address the Demand for Credentialed
Teachers***

Who Should Apply?

Any district that has difficulty finding fully credentialed teachers, and has the capacity (either as a district intern or part of a university intern program) to train second career professionals to become teachers should consider responding to the grant application.

The Competitive Grant Process described below is designed for applicants who are not currently receiving an Alternative Certification/Intern grant.

Grant awards are contingent on funds appropriated by the 2006-07 Budget Act and will be based on the quality of the application in meeting California Commission on Teacher Credentialing (Commission) grant conditions and program quality standards.

Programs that have successfully competed for and received funds through a previous alternative certification funding proposal and want to amend or expand their programs should use the Program Improvement Plan (PIP) that will be distributed to continuing projects under separate cover.

California Commission on Teacher Credentialing Alternative Teacher Certification/Intern Programs Competitive Grant Process

Section I

Background and General Information

The California Commission on Teacher Credentialing (Commission) is responsible for administering incentive funding for the Alternative Certification (Intern) Program pursuant to Article 11 (commencing with Section 44380) of the Education Code. This program provides funds to support local efforts to prepare teachers for California public school classrooms.

Purpose of the Grants

Intern programs provide an alternative route to the teaching credential through intensive preparation programs that enable candidates to work as intern teachers while they complete credential requirements. Intern is defined as a program operated by a school district, county office of education, college, or university, or other public education entity and designed to provide a concentrated internship program leading to a teaching credential (Education Code §44382). These programs help school districts meet the demand for credentialed teachers and enable the teaching profession to recruit talented individuals, in addition to college students, from a variety of sources to address geographic and subject matter shortage areas.

Internships offer an instructional program that blends theory and practice that leads to a preliminary teaching credential. In addition to helping school districts meet the demand for more credentialed teachers, internship programs attract people with work experience and prospective teachers who might not otherwise enter a traditional teacher preparation program. Two types of internship programs are eligible for alternative certification grant funds, University Intern Programs (pursuant to Education Code §44450 to §44468) and District Intern Programs (pursuant to Education Code §44325 to §44328 and §44830.3).

Although internship programs have been authorized since 1967, incentive funding for alternative certification programs began with the enactment of AB 1161 (Quackenbush, Statutes of 1993, Chapter 1147). The intent of this legislation was to address geographic and subject area shortages in the teaching workforce by encouraging public school districts, county offices of education, and colleges and universities to design concentrated programs leading to a credential. The law gave specific attention to assisting persons to move into teaching after careers in other professions.

The funds available through this CGP process may be used to support the cost of operating an Intern program. The Commission allocates up to \$2,500 per intern per year to qualified program

sponsors for the purposes of providing instruction, support and assessment to interns. It is important to note that Education Code §44386 requires that each school district or county office of education that receives a grant from the Commission to provide matching funds in an amount equal to 50 percent of the program costs.

Eligibility to Receive Funding

School districts or county offices of education may apply for alternative certification funds to create or operate an alternative certification program that prepares multiple subject, single subject, and education specialist credential candidates. Although colleges and universities may submit grant proposals and may serve as lead sponsors, local assistance funds allocated to Intern programs are subject to the limits established by Proposition 98. Accordingly, each proposal must identify a Local Education Agencies (LEAs) who will serve as the fiscal agent for the grant. All program sponsors and co-sponsors must contribute matching funds.

LEAs are encouraged to form consortia with colleges, universities and other education entities and/or with businesses in the private sector. Consortia are a particularly good approach for small or geographically isolated districts that may not be able to develop programs based solely on their own human and fiscal resources.

Response to Standards of Quality and Effectiveness

Internship programs are required to meet the Commission's standards for each professional preparation program to be offered. Each CGP application must include a response to the Commission's adopted Preconditions and Common Standards as well as a response to the Commission's Educator Preparation Program Standards for each credential program area to be offered. Responses must follow submission guidelines outlined in Section II of this CGP. Appropriate supporting documentation must be included. Please refer to the Commission's website at <http://www.ctc.ca.gov/educator-prep/program-standards.html> for additional information about the Commission's standards.

Submission of a proposal responding to the appropriate program standards is a precondition of funding. Applications must certify that the Intern Preparation Program(s) is currently accredited by the Commission, and include the cover letter that was sent with the program's response to the Commission's Standards of Quality and Effectiveness for the program(s) to be offered. Planning grants may be available for programs that are not yet accredited by the Commission. Contact Michael McKibbin at mmckibbin@ctc.ca.gov for more information.

Eligibility Requirements for Teacher Candidates Participating in an Alternative Certification Program

To be eligible to participate in either a District or University Intern Program, a credential candidate must have completed each of the following.

1. An earned baccalaureate degree from a regionally accredited college or university
2. Passed the basic skills proficiency test (CBEST)
3. Demonstrated subject matter knowledge by
 - a. passage of a subject matter examination (CSET) OR
 - b. completion of a Commission-approved subject matter program of study (Single Subject credential candidates only for persons teaching in departmentalized settings.)
4. Completion of character and identification clearance (fingerprints)
5. Demonstrated knowledge of the U.S. Constitution
6. An official offer of employment from a school district
7. Obtain an intern credential (University Internship Program or a District Intern Credential (District Intern Program))¹

The Proposal

Proposals will be evaluated using selection criteria specified in Education Code §44385, using a point system described in the “Selection Criteria” of this Section. Contingent on the appropriation of funds in the 2006-07 Budget Act for this purpose, grants will be awarded to successful applicants who achieve a minimum score of 130, satisfactorily answering questions posed by the review team *and* meet the terms and conditions specified in Appendix A. First-time applicants must respond to the appropriate preconditions and standards for the credential program to be offered.

Pursuant to Education Code §44385, the Commission has established criteria for selecting grant applications to be funded. The selection criteria addresses the statutory criteria outlined in §44385; geographic distribution, demonstration of need, the number of participants to be served, the quality of the curriculum, instruction, support and assessment, and cost effectiveness. Applicants should respond to each issue in the boxes provided. Applicants are encouraged to submit supporting documentation that expands upon the responses to the criteria.

¹ Program sponsors may not enroll candidates on Intern Credentials until the Committee on Accreditation has approved the credential program.

Selection Criteria

The following scoring key will be used to score the competitive standing of an application.

1. Program Rationale and Leadership	20 points
2. Number and Source of Participants to be Prepared	20 points
3. Quality of the Instructional Program	40 points
4. Quality of Support System	40 points
5. Quality of Assessment of Participants	20 points
6. Extent of Collaboration and Transition	20 points
7. Quality of the Program Evaluation Plan	20 points
8. Cost-Effectiveness and Budget	20 points
Competitive preference for Geographic location (optional)	10 points
Total Points Available:	210 points

It is important that all areas of the state that are experiencing shortages of teachers have access to grant funds. Therefore, this CGP includes funding criteria related to geographic distribution of recipients. Competitive preference (10 additional points) will be given to applications from districts or consortia of districts from regions of the state that have not participated in alternative certification in the past or from regions where relatively few Alternative Certification/Intern applications are submitted. In order to determine if you qualify for this preference, applicants must provide a list of all districts that will participate in the proposed program, as well as indicating the county for each district.

The Commission website has a page that will allow anyone to see all the state sponsored Teacher Preparation Programs that are operating within a school district. (Link to be provided). By selecting a county, and then the school district within that county, a list will be generated of all Intern, Paraprofessional and Beginning Teacher Support Assessment programs that are working to prepare teachers within that school district.

Section II

Criteria for Selection of Successful Grants

This section allows you to answer each of the questions presented in relation to the Criterion identified and is available on the Commission website at www.ctc.ca.gov/intern for you to download. The format allows you to pull the electronic version of this section from the website and answer each of the questions by placing your cursor in the boxes that follow and typing your answer. The box will expand to include all of your answer. If you have questions about how to do this, or are having trouble with the format, please contact Nadine Noelting, Professional Services Division, at nnoelting@ctc.ca.gov or 916-327-2966.

Criterion 1: Program Rationale and Leadership (20 points)

A strong program design will directly address local needs for fully credentialed teachers. Please identify those areas of need in your program in your proposal. When identifying the leadership of your program, include those individuals from co-sponsoring organizations who will assist in program development and implementation, as well as individuals from the lead agency who will be responsible for program administration. Please answer the following questions.

Name of Proposed Intern Program:

Credential Program(s) to be offered:

☐ Multiple Subjects

☐ Single Subject

☐ Education Specialist in _____

Appendix A contains the required forms to identify the participants. They are the Lead Sponsor Cover Page, and the Co-Sponsor Cover Page. Please complete the Lead Sponsor Cover Page and one Co-Sponsor Cover Page for each co-sponsor. The Co-Sponsor Cover Page should act as an agreement between the Lead Agency and the Co-Sponsor and identifies the contacts for the Commission.

Please respond to each of the items below in the boxes provided.

1. Identify the specific district and/or regional needs in detail that will be met by the program.

2. List each participating LEA and university and describe their roles (Please attach a separate sheet of paper if you have a long list. You should include a Lead Sponsor Cover Page and Co-Sponsor Cover Page for each participant.) Identify the person(s) responsible for program leadership and ongoing program operation including the time they participate in the program.

	Name of Organization	Contact Individual For The Organization
Lead-Sponsor Organization		
Fiscal Agent		
Co-Sponsors		

3. Describe any special features or focus of the program: e.g., continuation of teacher preparation for paraprofessionals, preparation programs that take into account the previous life experiences of participants, programs for former members of the military services, or programs that have developed special partnerships such as linking with the California Subject Matter Projects.

4. Describe your Early Completion Intern Option (Education Code §44468) for qualified candidates. For more information, see the Coded Correspondence 02-0013 at the Commission website.

5. Are you requesting consideration for the additional points given to meet a geographic need? (See Section I, Selection Criteria, page 4) If so, describe the need.

Criterion 2: Number and Source of Participants to be Prepared (20 points)

To be eligible to participate in either a District or University Intern Program, credential candidates must meet each of the requirements set forth earlier in Section I “Eligibility Requirements for Teacher Candidates Participating in an Alternative Certification Program.” Identify the number of participants to be served by the program.

Please respond to each of the items below in the boxes provided.

- A. The Number of Participants the Program Will Serve.** Indicate the number of multiple subject, single subject and education specialists that participating school districts have pledged to employ.

Number of Multiple Subject Participants	Number of Single Subject Participants	Number of Education Specialists

B. Estimate of Participants Enrolled and Employment Settings. Please complete the following table.

DESCRIPTION	NUMBER
The number of participants who will serve in Class Size Reduction (CSR) classrooms	
The number of participants who will teach English Learners, or bilingual classrooms and identified languages	
The number of participants teaching secondary subjects by subject (Math, English, Science, etc.)	
The number of special education participants in each credential specialty	
The number of participants projected to serve in hard-to-staff schools as defined by the California Department of Education	
Other (please specify)	

C. Recruitment Source(s) and Strategies. Describe the recruitment targets and strategies the program intends to use to recruit program participants. Specify persons you intend to recruit such as: paraprofessionals, military, second career professionals, former emergency permit holders, parent volunteers, and others (specify).

D. Working Conditions. Like any new teacher, interns should be given assignments that provide the best opportunity for them to succeed with students. Novice teachers should be assigned classrooms appropriate to their beginning teacher skills. Whenever possible, classes such as combination classrooms, itinerant (multiple site) teaching assignments and secondary teaching assignments with multiple preparations, should not be given to interns. Site administrators should be cautious about assigning adjunct duties to interns. Programs should also assure that interns have the supplies necessary to be successful.

Please describe the efforts the participating district(s) will take to ensure that interns experience the working conditions described above.

E. Selection. Describe the methods that will be used to select interns, including how a candidate's prior experiences and attitudes toward children and schooling will be used to make decisions about who is admitted into the program. For example, will the program use the Haberman Interview, the Gallop Selection Instrument, or the Ventures in Excellence instrument to select interns?

F. Timeline. For the 2006-07 academic year, Provide a timeline indicating when the following will occur in the program:

1	When the pre-service, prerequisite or early service coursework will occur in the program and length (in clock hours or semester)	
2	When participating teachers will assume responsibility for classrooms as interns	
3	When support providers will be assigned to assist program participants	

Criterion 3: Quality of the Instructional Program (40 points)

The instructional program is a critical element in the development of an intern program. In district intern program proposals, all of the elements of the instructional program should be included in the Professional Development Plan. In a university intern program these elements should be defined in the program's instructional plan or curriculum. A district that employs a district intern must develop and implement a Professional Development Plan in consultation with an accredited institution of higher education that offers Commission-approved programs of teacher preparation. The instructional plan should include all of the teaching abilities and performance competencies that a beginning teacher will need to learn and must follow the relevant Commission Standards of Program Quality.

Each sponsor is encouraged to develop an instructional program that is specifically geared to the needs of the participating districts, and is designed for interns with prior professional work experiences, and provides strategies that demonstrate blending of theory and practice. The instructional program should take into consideration that the sequence of instruction reflects that interns will have accelerated entry into and responsibility for a classroom. The instructional program should reflect that interns will have opportunities to try out strategies and skills taught in courses immediately with their own students. In some cases these circumstances will necessitate changes in course sequence and change how courses are taught.

When providing information about the instructional program, provide information about the following three areas. Please respond to each of the items below in the boxes provided.

A. Overall Plan/Diagnostic Process

- a. Provide a brief overall description of the instruction that interns will receive.

--

- b. Describe any special features of the program such as:

- a. instruction that is taught collaboratively by district and university personnel;
b. Procedures that give interns credit for prior experiences or instruction taken previously; e.g., as part of a pre-intern program. (See Transition Process for a description of other required special features.)

--

- c. Describe the plan to select, train, and coordinate the instructional staff.

--

B. Pre-Service Program

Please provide a list and description of the courses that will be offered in the pre-service program (the portion of the instructional program offered prior to the intern taking over responsibility for a classroom as teacher of record). For each course listed, please indicate the number of clock hours (or semester/quarter units) of instruction.

The description of the pre-service portion of the instructional program must show how the program will provide foundational skills and knowledge with sufficient breadth and depth to enable the intern to manage a classroom and provide effective learning opportunities for students. The pre-service program should include at least 120 clock hours or 8 semester units or 12 quarter units of instruction. If the program includes fewer hours or units, please explain why.

Provide details of the pre-service experience including:

The length of the experience in semester units, quarter units or clock hours) and the topics to be covered	
Whether interns will complete the courses and activities as a cohort	
How the participating districts are involved in the pre-service experiences	
Are there circumstances in which interns will not be provided a pre-service program? If yes, what instructional assistance will be provided these interns?	

C. Ongoing Instructional Program

1. Please provide a list and brief description of the courses (or instructional segments) in the first year of the program (following the pre-service program), and if applicable, the second year of the program. Please indicate the length of each instructional segment. Please add additional cells to the table as needed.

Course Title	Description of Course	First or Second Year

2. Please describe any features in the sequence of instruction that facilitate accelerated entry into and responsibility for a classroom.

3. Describe those portions of the instructional program where interns will have opportunities to try out strategies and skills taught in courses and can apply them with their own students, (i.e. blend the theoretical and the practical).

4. Programs for elementary teachers should describe the sequence of courses and experiences that will prepare interns to teach reading and mathematics.

5. Programs for multiple subject, single subject and education specialists credentials should describe the preparation that interns will receive to teach English learners

6. Programs that choose to serve persons using the Special Temporary Certificate process must describe the instruction, support and assessment that will be done for these interns.

Legislation passed in 2001 (Chapter 269, Scott, Statutes of 2001, Ed. Code §44468) requires that all approved multiple and single subject internship programs provide an Early Completion Internship (ECO) option. Commission Coded Correspondence 02-0013 on the Commission website (www.ctc.ca.gov/notices/coded/020013/020013.pdf) describes the option in detail. Legislation passed on 2004 (Chapter 658, Mountjoy, Statues of 2004) added an Early Completion Intern option for Mild/Moderate Education Specialists. As soon as the special education exam is available, programs must amend their plan to include this option. Detail how your program meets this requirement (or a copy of your ECO Amendment).

1. Provide a brief description of how those persons who have passed the Teaching

Foundations Exam will be matriculated through the intern ECO.

2. Describe your program requirements, including additional coursework that ECO Internships must complete.

3. Describe your Teaching Performance Assessment (TPA) process (or equivalent) for ECO Interns.

Criterion 4: Quality of Support System (40 points)

A cornerstone of the Intern program is providing collegial support. Interns are required to receive systematic support, guidance, and feedback from both the participating program (university or district) and school site support.

Programs are encouraged to devise innovative methods of providing assistance and guidance to interns. Among those approaches that have been shown to be successful are one-to-one support by mentors who are at the same school and teaching the same subjects as their assigned interns. These certificated individuals should exhibit excellence in teaching and be matched to the interns in assignment and proximity as much as possible. Among those who may be coaches or support providers are teachers on site, "teachers on special assignment" or recently retired teachers. The selection process should focus on the individual's knowledge and experience in subject matter and teaching and their familiarity with the local school culture.

Coaches/support providers must receive support training appropriate for interns. Programs should be structured to allow interns to enter and complete their programs as a cohort, and provide opportunities to offer ideas and feedback to each other in a support seminar.

Please answer the following questions in relation to your proposal. Please respond to each of the items below in the boxes provided.

1. Describe the selection procedures that will be used to select support providers.

2. Describe the training that will be given to support providers.

3. Describe the, ratio of support providers to interns, correspondence of subject matter knowledge, and proximity of work sites, and expected frequency of consultation between the support provider(s) and intern(s).

4. Explain how support/supervision/assessment by the program will be coordinated with

school site assistance.

Criterion 5: Quality of Assessment of Participants (20 points)

Internship Programs must provide a formal system of performance assessment of each candidate. For multiple subject and single subject candidates, programs must document that each candidate has demonstrated satisfactory performance on the full range of the Teaching Performance Expectations (TPEs) as they apply to the subjects to be authorized by the credential. Programs are encouraged to use an assessment system that is a graduated sequence of teaching behaviors and ensures reflective feedback. For more information on the Teaching Performance Assessment (TPA), please see the Commission website (www.ctc.ca.gov/notices/coded-2003.html) in the Notices section, for Coded Correspondence 03-0005 and 03-0012. For those not using the TPA, such as special education programs, please describe the performance assessment that will be used.

Please describe how the performance of each program participant will be assessed.

1	Identify individuals who will be responsible for assessing a candidate's overall competence and effectiveness in the classroom	
2	Indicate the types of performance assessment instruments (e.g., TPA) and materials (e.g., student work) that will be used	
3	Indicate the frequency of the assessments	
4	Indicate the qualifications and training of the assessors	
5	List the criteria that will be used to determine candidate competence and effectiveness	

Criterion 6: Extent of Collaboration and Transition (20 points)

Education Code §44384 requires collaboration as essential for an effective program. Collaboration should be evident in nearly all aspects of each program, including recruitment and selection, the development and delivery of the instructional program, the support system, and

candidate assessment. The ways problems are solved and decisions are made should exemplify the level of a program's collaboration. For intern programs to be successful there should be support from site administrators, coaches, human resources personnel, and college or university advisors that is coordinated and cohesive. Collaboration between the program sponsor and the fiscal agent in funding issues is also critical to the success of the program.

Credit for previously taken coursework should be given as appropriate. Transitions from the program should also include how interns will be assisted to move into approved Induction Programs.

Proposals should describe how a program will orchestrate the coordination of its partners and the responsibilities that each partner will assume. Examples of collaboration in developing the application should be described. The application should include plans for joint efforts in the program, such as joint assessment of teacher competence, co-teaching coursework, and/or joint selection procedures. Please respond to each of the items below in the boxes provided.

1. Please provide examples of collaborative efforts among the participating sponsors of the program.

2. Please describe efforts to ease transitions of paraprofessionals and second career professionals into the intern programs.

3. Please describe planned transitions into an approved Induction program.

Criterion 7: Quality of Program Evaluation Plan (20 points)

Each program is expected to conduct an annual program evaluation. The data collected should include both qualitative and quantitative information. Please respond to each of the items below in the boxes provided.

1. Describe the procedures that the program will use to judge the program's effectiveness.

2. Describe methods for collecting quantitative data such as methods that will be used to collect retention rates.

3. Describe plans to include qualitative data, such as use of systematic selection instruments, achievement and progress records of intern's students. The application should stipulate the specific kinds of data that the program intends to submit to the Commission as part of its Annual Report; i.e., Narrative Report, Retention data, Demographic data and End of Year Budget Report on the program.

Criterion 8: Cost-Effectiveness and Budget (20 points)

Cost-effectiveness factors include attention to the most efficient uses of time, fiscal resources, material resources, and the expertise and preparation of those involved in implementing the program. Successful applicants will be expected to contribute to an evaluation of the overall (statewide) effectiveness of this funding measure. The goal of the statewide evaluations is to identify cost-effective, high quality models of alternative certification. The evaluation will be conducted through electronic surveys and interviews.

In addition, successful applicants will be expected to submit annual reports describing how the funds have been spent, a description and evaluation of the components of the program, including changes that have been made, and/or lessons learned. It is the intent of the Commission that annual reports be no longer than ten pages.

Intern grant statutes require that programs "match" the funds provided by the state for alternative certification unless this would cause a hardship. The matching funds may come from any source that the LEA chooses, including other state funds.

Applications should include the following areas in response to this section. Please respond to each of the items below in the boxes provided.

1. Provide examples of how this proposed program plans to use the resources in a cost-effective manner.

2. Provide a description of the other resources available to the program, including private or foundation, local, state, and federal funds (if any), and how they will be used effectively and economically.

3. Programs submitting an application should stipulate their willingness to participate in collection of data electronically (Consent form participation agreement and intern retention data) as requested by the Commission.

4. For district intern programs please stipulate that credit will be given for coursework taken in the program; e.g., salary credits, as required. (Education Code § 44830.3 (c) requires that district interns be compensated for coursework taken in the manner normally provided by each district for staff development.)

5. For university intern programs please describe the plan to provide a full salary to the intern or if there will be a salary deduction for supervision.

Section III

Budget

The documentation of expenditure of State Funds is important. Applicants must provide a proposed Budget Summary with your application (Appendix A). The program funds are contingent upon the availability of funds in the annual Budget Act and successful implementation of the program as determined by the Commission. The form is available on-line in an excel format <http://www.ctc.ca.gov/educator-prep/intern/CGP/CGP-Intern-2006-2007-BudgetForm.xls>

Applicants must complete the Budget Summary identified as the Proposed Budget 2006-2007 (Appendix A), including appropriate explanations and justifications for each line item. The legislation funding this program requires that the LEA and co-sponsors match the grant. When the Final Budget is presented, any unmatched grant money must be returned to the state. Please document the matching funds on the budget in the defined column.

A budget narrative must also be submitted for the proposed program. For each line on the budget form, please describe how the applicant plans to use the requested funds. Expenditures by programs receiving Intern funds may be subject to review and audit (see the Special Terms and Conditions in Appendix A). Please describe the amount and sources of matching funds. Matching funds could come from school, district or county level, university, or funds obtained by other categorical programs, and could pay for program features such as teacher release time, substitute costs, tuition expenses, workshop materials, trainers' fees, or administrative time.

The total amount of the indirect costs for the grant proposal taken from the grant funds may not exceed the state-approved indirect cost rate published annually by the California Department of Education for LEAs. If a LEA contracts for services, an indirect charge cannot be added that exceeds the state-approved rate. Program sponsors may negotiate a division of the indirect costs, so long as the total does not exceed the allowable rate, or may include indirect costs in the matching contribution.

Section IV

Funding Procedures

The Commission is interested in encouraging applications from LEAs and postsecondary institutions throughout the state. This grant is part of the State of California's effort to provide credentialed teachers for every student in California and multiple routes into the teaching profession.

Applicants who wish to compete for Intern funding must submit an original and three copies of their proposal to the Commission. **Applications must reach the Commission office by Noon on April 4, 2006.** An application must include the following:

- Lead Sponsor's Cover Page (Appendix A)
- a Co-Sponsor Cover Page for each participating agency or organization in alphabetical order (Appendix A);
- Section III with your responses;
- a proposed budget; (Appendix A) and
- a copy of your program approval letter from the Commission.

The Commission will convene a panel of reviewers to read the proposals using the rating scale identified in Section I, "Selection Criteria." In addition to rating the application, reviewers will develop sets of questions to clarify outstanding issues or to ask for more information. The questions will be sent by FAX to the contact person listed on the Lead Sponsor Cover Page. These questions will be faxed in the during the week of April 17, 2006. Applicants will have ten (10) working days to answer the questions. On **May 2-5, 2006** phone appointments will be scheduled to discuss the applicant's response to the questions. Based on the reviewer ranking of the applications and the applicant's responses to the questions posed by reviewers, Alternative Certification/Intern Commission staff will recommend those programs that should receive an Alternative Certification grant. The timeline for review of applications is found in Section V.

The Commission will send each successful applicant an award letter, with a Grant Award Agreement and Certification of Acceptance (GAC) Form. Three original GACs must be returned, correcting any program information that is incorrect, and signed by both the program manager and the fiscal agent along with a proposed budget, based on the funding allocated. The proposed budget as well as the final budget that will be presented at the end of the year must be signed by both the fiscal agent and the program director. Money will not be sent until three copies of **the original completed GAC and proposed 2006-2007 Budget Summary Form has been received by the Commission.** First payments will be made for 50% of the projected grant. Grants are then adjusted to reflect the number of consent forms completed, and the final payment is made.

Once the applicant is funded, the conditions for continued funding include the availability of money in the state budget for this purpose, and that grant conditions and the Commission standards of quality are met by the program. Programs are required to annually present a

Program Improvement Plan (PIP) and budget for Commission approval prior to continued funding. This process will be identified under separate cover.

Funding Period

It is the intent of the Commission that program awards for 2006-2007 will be announced on June 3, 2006. Programs may want to propose a planning period or pre-service period resulting in interns assuming full responsibility later. Unless a specific rationale is provided, programs should propose that interns assume full classroom responsibility no later than the Fall Semester, 2006. Funding is for participants during the 2006-2007 school year and is based on the number of participants completing on-line consent forms by December 1, 2006. Grant funds may not be used to support persons who continue to serve in Induction Programs, or for persons who are being prepared through a teacher education program but do not have classroom responsibility for a group of K-12 students in public schools as credentialed interns. In the event funding is not expended or matched within the specified fiscal year, funds will be expected to be returned to the Commission, or future allocations will be withheld until the funds have been returned.

Section V

Timeline

Target dates for each stage of the grant funding procedure follow.

February 7, 2006	Issue CGP
April 4, 2006 (Noon)	Funding Applications due to the Commission.
April 13-14, 2006	Evaluation of funding applications.
April 17, 2006	Questions sent to applicants to clarify evaluator's questions.
April 28, 2006	Responses to questions due to the Commission.
May 2-5, 2006	Telephone interviews regarding Grant Application questions.
May 31, 2006	Grants over \$100,000 to Commission for approval
June 2, 2006	Grant Awards announced by Executive Director and Grant Acceptance Letter and supporting documentation will be sent to Program Directors of successful applicants for signature. (Date subject to passage of State Budget Act)
July 6, 2006	Grant Acceptance Form and 2006-2007 Proposed Budget Summary Form Due to the Commission.

Technical Support For Writing An Application

Applicants may also seek assistance from the Commission, please contact Michael McKibbin, Professional Services Division, at mmckibbin@ctc.ca.gov or (916) 445-4438.

Intern Grant Schedule

When an application is approved for funding, an Intern Grant Schedule for 2006-2007 will be provided. This schedule outlines the important dates of the year, such as when reports are due and activities are scheduled. Please note that there are two planning meetings for intern directors. Funding for these meetings should be allocated within the proposed grant budget. These meetings will be held in Sacramento. The fall meeting is three days in November and the spring meeting is one day. The dates for these meetings are still to be determined. Meeting dates will be announced as soon as they are officially scheduled.

Appendix A

ALTERNATIVE CERTIFICATION/INTERN PROGRAM

PROGRAM DOCUMENTS

Lead Sponsor Cover Page

Co-Sponsor Cover Page

Budget Summary Page

Special Terms and Conditions

**Alternative Certification/Intern Program
LEAD SPONSOR COVER PAGE**

FY 2006-2007

Each application should include one copy of this cover page for the organization that is leading the effort. This copy should precede any other pages.

TO BE COMPLETED BY THE LEAD SPONSORING ORGANIZATION:

Name of Lead Sponsoring Organization:	
Mailing Address:	
Project Director/Contact Person:	
Telephone:	
FAX:	
Total Participant Count For 2006-2007:	
Counties Represented In The Proposed Program:	

Authorized Participation Has Been Approved By:

Name of Approving Official:		
Position:		
Agency or Institution:		
Signature:		Date:

TO BE COMPLETED BY THE FISCAL AGENT

Local Education Agency (LEA) That Will Serve as Fiscal Agent for Funding Proposal:	
Name of Fiscal Officer:	
Agency (District or COE):	
Mailing Address:	
Telephone:	
FAX:	
Email Address:	

I certify that I am the duly appointed representative of the above named Agency and will report expenditures as defined in the Special Terms and Conditions of the grant.

Signature of Fiscal Agent:		Date:
-----------------------------------	--	--------------

**Alternative Certification/Intern Program
CO-SPONSOR COVER PAGE**

FY 2006-2007

Name of Co-Sponsor:	
----------------------------	--

Please include a separate cover page for each organization that is co-sponsoring the effort. In addition, please arrange pages alphabetically by organization and insert page numbers, as appropriate. Answer all questions that apply.

TO BE COMPLETED BY THE LEAD SPONSORING ORGANIZATION

Name of Lead Sponsoring Organization:		
Project Director/Contact Person:		
Telephone:		
FAX:		
Email Address:		
Signature of Project Director:		Date:

TO BE COMPLETED BY CO-SPONSORS DISTRICTS

Name of Co-Sponsor Organization:	
Mailing Address:	
City, State, Zip:	
Contact Person:	
Telephone:	
FAX:	
Email Address:	
Total Participants For 2006-2007	

Co-Sponsor Authorized Participation Has Been Approved By:

Name of Approving Official:		
Position/Title:		
Signature:		Date:

**Alternative Certification/Intern Program
BUDGET SUMMARY**

FY 2006-2007

☐ Proposed Budget

☐ Final Budget

Name of Program/Applicant:			
Number of Participants:		Total Grant (# of participants x \$2,500):	
Line #		Grant Funding Request	Sponsors' Matching Contribution
	INSTRUCTION		
1	Instructors Salaries and Benefits (S&B)		
2	Books and Supplies		
3	Other		
	SUPPORT		
4	Support Provider Training		
5	Support Provider Release Time, Stipends		
6	Support Provider Travel and Supplies		
7	Other		
	CANDIDATE OR PROGRAM EVALUATION		
8	Supervisors, Evaluators S&B		
9	Assessment Instruments		
10	Training of Assessors		
11	Release Time		
12	Other		
	ADMINISTRATIVE COSTS		
13	Travel		
14	Facilities		
15	Equipment		
16	Administrative S&B		
17	Clerical S&B		
18	Other (specify)		
19	Indirect Costs (not to exceed CDE's authorized percentage)		
	TOTAL		

PROGRAM AUTHORIZATION

**Print Name of Program
Director:**

**Daytime
Telephone**

Signature of Program Director:

Date

FISCAL AUTHORIZATION

Print Name of Fiscal Officer:

Daytime

Signature of Fiscal Officer:

Telephone

Date

ALTERNATIVE CERTIFICATION/INTERN PROGRAM
Special Terms and Conditions
2006-2007

The Grantee agrees to these Special Terms and conditions established by the California Commission on Teacher Credentialing (Commission):

1. The Grantee must meet its stated objectives as indicated in the proposal and budget as approved by the Commission. The Commission staff shall monitor evidence of progress in accordance with the funded proposals.
2. Project funds are for the amount indicated under the "Award Information" listed on the Grant Award Agreement and Certification of Acceptance (GAC) Form. All expenditures must be related to the activities in the approved proposal and budget. Any variation in budget categories that exceeds ten (10) percent of what was submitted in the proposed budget requires prior approval from the Commission.
3. Encumbrances against the grant award may be made after the beginning date of the grant, July 1, 2006. All approved funds for this grant must be legally obligated or expended by June 30, 2007. All funds not legally obligated or expended by June 30, 2007 must be returned to the Commission at the address below no later than September 30, 2007 to:

California Commission on Teacher Credentialing
Fiscal and Business Services Section
Accounting Liaison
1900 Capitol Avenue
Sacramento, CA 95814-4213

4. The Grantee agrees to submit reports and other data as required by the Commission. Expenditure reports will be used to account for and monitor funds expended within the program. A final expenditure report must be submitted as soon as all grant funds have been expended, but is due no later than September 30, 2007 to:

California Commission on Teacher Credentialing
Professional Services Division
Michael McKibbin, Program Manager
1900 Capitol Avenue
Sacramento, CA 95814-4213

5. Expenditures shall comply with all applicable provisions of federal, state and local rules, regulations, and policies relating to the administration, use, and accounting for public school funds, including but not limited to, the Education Code of the State of California.
6. The Grantee shall comply with the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et seq.), Nondiscrimination Compliance statement (Government Code Section 12990 (a-f) and CCR, Title 2, Section 8103), Sweatfree Code of Conduct, and Domestic Partner (Public Contract Code Section 10295.3).

ALTERNATIVE CERTIFICATION/INTERN PROGRAM
Special Terms and Conditions (Con't)
2006-2007

7. The Grantee agrees to be subject to examination and audit by the State Auditor General for a period of three years after final payment under this agreement or until audited by the State, whichever occurs first, and all records shall be available for inspection or audit upon reasonable notice by the State Auditor General. Grantee shall furnish detailed itemization of, and retain all records relating to, direct expenses paid to Grantee hereunder and which are incurred during the performance of this grant agreement. Such records shall be maintained for a period of three years after final payment of this agreement or until audited by the State, whichever occurs first, and shall be available for inspection or audit upon reasonable notice by the State Auditor General.
8. The Grantee must sign and return the GAC prior to issuance of the first allocation. State processing time is approximately four (4) to six (6) weeks. Send the signed GAC to:

California Commission on Teacher Credentialing
Professional Services Division
Michael McKibbin, Program Manager
1900 Capitol Avenue
Sacramento, CA 95814-4213

9. Funds will be released in two (2) allocations, plus a spring allocation for programs enrolling participants in January:
 - a. A first allocation equal to fifty (50) percent of the total grant allocation based on projected enrollment or program costs for the period of July 1, 2006 through June 30, 2007.
 - b. A final allocation of the balance of the grant allocation after verification of enrollment participation through program consent forms submitted no later than December 1, 2006. The balance of the grant allocation may be subject to revision based upon verification of enrollment participation and availability of funds.
 - c. A spring allocation will be given out, pending funding availability, in February, based on participants enrolling in January, 2007.
10. The Grantee may charge an indirect cost rate not to exceed the state-approved indirect cost rate published by the California Department for Education for Local Education Agencies for the 2006-2007 fiscal year.
11. Should the Grantee choose to terminate its participation in the program, a thirty (30) day written notice is required. Final program and expenditure reports are due thirty (30) days after the program cessation. The Grantee agrees to return all unexpended funds upon receipt of the final expenditure report.
12. In the event of a dispute, the Grantee shall file a "Notice of Dispute" within twenty (20) days of discovery of the problem. Within ten (10) days, staff shall meet with the Grantee for the purposes of resolving the dispute. The decision of the Commission's Executive Director shall be final.

ALTERNATIVE CERTIFICATION/INTERN PROGRAM
Special Terms and Conditions (Con't)
2006-2007

13. The Grantee warrants by execution of this Agreement, that no person or selling agency has been employed or retained to solicit or secure this Agreement upon agreement or understanding for a commission, commercial or selling agencies maintained by the Grantee for the purpose of securing business. For breach or violation of the warranty, the State shall, in addition to other remedies provided by law, have the right to annul this Agreement without liability, paying only for the value of the work actually performed, or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.
14. The Grantee possess legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurance contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.
15. Budget Contingency Clause
 - a. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, the Agreement shall be of no further force and effect. In this event, the State shall have no liability to pay any funds to the Grantee, furnish any other considerations under this Agreement, and the Grantee shall not be obligated to perform any provisions of this Agreement.
 - b. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to cancel this Agreement with no liability.